

## The Importance of Questioning

From: *Quality Questioning: Research-Based Practice to engage Every Learner*, by Jackie Acree Walsh and Beth Dankert Sattes. Corwin Press (2005).

The central role of WAIT TIME.

The authors encourage teachers to include students in understanding why the teacher uses wait time. Wait Time 1 is the silence of the question asker after the question is asked, and Wait Time 2 is the silence after the question has been answered. This book offers three “posters” you can use with children to help them learn this process:

Poster 1:

What teachers often do	What I would like
Teachers usually ask most of the questions	I would like students to ask more questions
Teachers usually don’t wait (very long) after asking a question to give everybody time to think.	I want to be silent for a little while after I ask some questions so we have time to think.
After a student gives an answer, teachers usually start talking right away.	Sometimes I want to be silent after a student talks so we can think about what we hear.
Teachers are usually the ones students talk to during lessons.	I want students to ask questions and make comments to each other in stead of just me.

Poster 2:

Steps for Wait Time 1
<b>What to Do After the Teacher Asks a Question</b> <ol style="list-style-type: none"><li>1. Listen carefully to the question.</li><li>2. Think of the answer yourself.</li><li>3. Remember there will be silent time for thinking</li><li>4. Instead of raising your hand, wait to be called on.</li><li>5. Be ready to answer in a public speaking voice.</li><li>6. If you’re not called on, listen carefully to your classmate’s answer and think about it.</li></ol>

Poster 3:

Steps for Wait Time 2
<b>What to Do After a Student Talks</b> <ol style="list-style-type: none"><li>1. Remember that silent time gives us all time to think.</li><li>2. If it wasn’t your turn to talk, think about what your classmate said.</li><li>3. Decide if you agree or disagree, and the reasons why.</li><li>4. Be ready to “piggyback” or add comments to what you’ve heard.</li><li>5. Be prepared to use your public speaking voice when it is your turn to talk.</li><li>6. Be respectful of your classmates.</li></ol>

Besides WAIT Time there are additional strategies to help students along when they respond incorrectly:

**Cue:** Use symbols, words or phrases to help students recall.

*Remember on Monday when we were discussing...*

*Yesterday we practiced the steps for addition on the board. Can you remember what we did first?*

*The STOP sign is an example of what geometric shape?*

**Clue:** Use overt reminders, for example, by giving a student a way to start.

*It begins with a...*

*It has to do with the picture near the door...*

*You do it first thing you come in class...*

**Probe:** A question or prompt that looks for reasoning behind an incorrect response and asks for clarity when the response is incomplete.

*Can you tell me your reason for saying...?*

*Can you tell me how you have gotten to this point?*

*I see you are using a diagram, how has that helped you?*

*Can you tell me what you mean when you say...?*

*Can you give me an example of ...?*

*Can you say your answer in different words?*

*Can you be a little more specific?*

*Can you say more about this? What could you add? What else do you know about...?*

*You've told me how these two ideas are alike, can you also tell me how they are different?*

*Does this always apply?*

*Why do you think that is true?*

*What is the idea behind that?*

*What evidence do you have to support that conclusion?*

**Rephrase:** Pose the same question in different words.

**Redirect:** Pose the same question to a different student.

Hold accountable later: later in the lesson, check back with the student who responded incorrectly, to make sure he or she has the correct answer.

**For a very helpful set of questions that relate to Bloom's Taxonomy see:**

<http://www.teachers.ash.org.au/researchskills/dalton.htm>

(Try to relate this taxonomy to the cue, clue, probe, rephrase, and redirect strategies)

Another neat little flipbook called Quick Flip Questions for the Revised Bloom's Taxonomy, which you can find at [www.edupressinc.com](http://www.edupressinc.com)

On the next page you will find a set of **rules of thumb** on how to use these question strategies with (incorrect) student responses.

## **What to do when a student responds...**

### **Rules of Thumb:**

- a. Correctly—
  - Use Wait Time 2 (pause at least 3-5 seconds)
  - Affirm Correctness
- b. Incompletely—
  - Use Wait Time 2
  - Probe
  - Rephrase, if needed
  - Then cue or clue if appropriate
- c. Incorrectly—
  - Use Wait Time 2
  - Indicate incorrectness, then
  - Rephrase
  - Probe, then
  - Cue or clue, if appropriate, then
  - Redirect question, if necessary
  - Make sure class hears the correct answer
  - Hold original student accountable for correct answer later
- d. Not at all—
  - Use wait time
  - Rephrase, if possible
  - Cue or clue
  - Redirect, if necessary
  - Make sure class hears the correct answer
  - Hold original student accountable for correct answer later.